

**STRATEGIC SCHOOL PROFILE 2008-09**

Elementary School K-6 Edition

**Ledyard Center School  
Ledyard School District**

MARY FORT BOYLE, Principal  
 TRACY JOHNSTON, Asst. Principal  
 Telephone: (860) 464-8080  
 Website: 204.60.88.3/lcs/lcs.htm

Location: 740 Colonel Ledyard Highway  
 Ledyard,  
 Connecticut

---

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at [www.sde.ct.gov](http://www.sde.ct.gov).

---

**TYPE OF SCHOOL**

School Type: Traditional/Regular Education

School Grade Range: K- 6

**STUDENT ENROLLMENT**

Enrollment on October 1, 2008: 404

5-Year Enrollment Change: -11.4%

**INDICATORS OF EDUCATIONAL NEED**

Need Indicator	Number in School	Percent in School	Elementary Schools	
			% in District	% in State
Students Eligible for Free/Reduced-Price Meals	24	5.9	6.6	34.2
K-12 Students Who Are Not Fluent in English	5	1.2	1.5	7.0
Students with Disabilities	31	7.7	10.9	10.9
Students Identified as Gifted and/or Talented	0	0.0	0.0	2.3
Kindergarten Students who Attended Preschool, Nursery School or Headstart	46	82.1	77.0	79.7
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	305	87.6	88.6	84.8

**PROGRAM AND INSTRUCTION**

Instructional Time	School	State Elementary Schools
Total Days per Year	183	181
Total Hours per Year	961	988

State law requires that at least 180 days of school be offered to students in kindergarten through Grade 12, 900 hours of instruction to Grades 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

**Type of Kindergarten:** This school offers half-day kindergarten.

Average Class Size	School	District	State
Kindergarten	14.3	17.4	18.3
Grade 2	17.0	17.6	19.3
Grade 5	21.3	18.8	21.0

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art <sup>1</sup>	27	30
Computer Education <sup>1</sup>	27	17
English Language Arts <sup>1</sup>	430	427
Family and Consumer Science	0	1
Health <sup>1</sup>	18	22
Library Media Skills <sup>1</sup>	21	18
Mathematics <sup>1</sup>	180	198
Music	27	32
Physical Education	27	40
Science <sup>1</sup>	108	98
Social Studies <sup>1</sup>	96	91
Technology Education	0	2
World Languages	0	12

<sup>1</sup>Interdisciplinary approach

### World Language

Formal instruction (at least 1 hour per week) in a world language is not offered in this school.

### Lunch

An average of 30 minutes is provided for lunch during full school days.

Special Programs	School	Elementary Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	1.2	1.5	7.0
% of Identified Gifted and/or Talented Students Who Received Services	N/A	N/A	N/A
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	93.5	69.2	80.3

## LIBRARY AND COMPUTERS

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library at [www.iconn.org](http://www.iconn.org).

Instructional Computers and Library Materials	School	Elementary Schools	
		District	State
# of Students Per Computer	2.8	3.2	3.3
% of Computers with Internet Access	100.0	100.0	99.0
% of Computers that are High or Moderate Power	64.1	60.6	94.6
# of Print Volumes Per Student*	36.6	40.2	28.2
# of Print Periodical Subscriptions	15	14	13

\*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

**SCHOOL STAFF**

<b>Full-Time Equivalent Count of School Staff</b>	
General Education: Teachers and Instructors	24.92
Paraprofessional Instructional Assistants	5.61
Special Education: Teachers and Instructors	3.00
Paraprofessional Instructional Assistants	5.58
Library/Media Specialists and/or Assistants	1.18
Administrators, Coordinators, and Department Chairs	1.50
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	1.25
Counselors, Social Workers, and School Psychologists	1.62
School Nurses	1.00
Other Staff Providing Non-Instructional Services and Support	7.68

In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

<b>Teachers and Instructors</b>	<b>School</b>	<b>Elementary Schools</b>	
		<b>District</b>	<b>State</b>
Average Number of Years of Experience in Education	15.0	15.8	13.3
% with Master's Degree or Above	90.3	89.1	78.1
Attendance, 2007-08: Average # of Days Absent Due to Illness or Personal Time	8.9	12.0	8.6
% Assigned to Same School the Previous Year	87.1	89.3	83.3

---

**HOME AND SCHOOL COMMUNICATION AND SUPPORT**


---

**Teacher E-Mail Addresses:** All teachers at this school have been issued e-mail addresses.

---

The following narrative about how this school promotes and supports parental involvement was submitted by this school.

Ledyard Center School fosters an environment addressing the academic, social/emotional, and physical needs of all students. This focus guides decisions about the Learning, Climate and Safety at our school. Ledyard Center is fully committed to providing the teaching and learning needed to improve student performance. Getting to know students and families is a key component of this approach. Each year, teachers seek out information from parents to share what they want us to know and their hopes and dreams for their children.

A Parent Information Night in September is held to share expectations and student outcomes for the year. Our parent teacher organization meets to decide on a Big Goal project and dedicates funds to enhance classroom instruction. Conferences are held for each student after the first marking period and again for Kindergarten students in spring. Parents are encouraged to schedule individual conferences at any time during the year. Our monthly school newsletter as well as classroom newsletters keep parents informed about what we do and why we do it. Report cards are sent home three times a year and include assessment information so that parents have a clear understanding about how their child is performing in relation to grade-level benchmarks.

Parents and staff work cooperatively to provide an environment in which all children can learn and grow to meet the demands of an ever-changing world.

---

## SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	33	8.2
Asian American	19	4.7
Black	16	4.0
Hispanic	20	5.0
White	316	78.2
Total Minority	88	21.8

**Percent of Minority Professional Staff:** 2.3%

**Non-English Home Language:** 1.2% of this school's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 4.

---

### EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

---

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

Students at Ledyard Center School have several educational opportunities to appreciate diverse racial, ethnic, and economic backgrounds. Some activities involve one class and one session; other projects were year-long ventures through which friendships with students from other communities were formed.

Four classes participated in LEARN inter-district programs titled "Number Kids" and "Pixels & Pallettes" with partner classes from Norwich. Monthly activities brought classes together in second and fifth grades.

An after-school Aerospace Adventurers Club was offered to upper-grade students. Throughout the year, they went on field experiences with their partner club from Juliet Long School.

A school-wide program designed to provide explanations of what character traits look like/sound like was continued this year. Each month, a character trait was featured during all school morning meetings hosted by a grade-level team, and classes had books/literacy activities to extend students' understanding. Students were recognized by having a "brick" with their name displayed in our front hallway to "Build our school community – one brick at a time".

Ledyard Center students and faculty are always open to new and exciting ways to interact with students of diverse ethnic and economic backgrounds.

---

## STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	District	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 4	31.6	27.1	33.6	49.2
Grade 6	39.4	41.2	35.3	62.5

\*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

**Connecticut Mastery Test, Fourth Generation, % Meeting State Goal.** The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	School	District	State	% of Schools in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	65.1	66.0	54.6	67.5
Writing	68.2	67.1	62.5	59.0
Mathematics	79.1	77.1	62.8	76.4
Grade 4 Reading	69.0	68.0	60.7	62.1
Writing	77.6	73.7	64.2	72.3
Mathematics	71.2	73.9	63.6	60.9
Grade 5 Reading	69.0	79.1	66.0	53.5
Writing	68.2	79.1	66.5	50.6
Mathematics	65.0	74.1	68.8	43.2
Science	64.6	70.7	58.1	60.3
Grade 6 Reading	78.6	81.4	68.9	63.5
Writing	65.8	72.5	62.2	55.7
Mathematics	66.2	80.4	68.8	45.5

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to [www.ctreports](http://www.ctreports).

To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on "No Child Left Behind."

Student Attendance	School	District Elementary Sch.	State Elementary Sch.
% Present on October 1	98.0	97.3	96.2

#### Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion. For more information and data on disciplinary offenses, go to [www.sde.ct.gov](http://www.sde.ct.gov), click on "CEDaR" and then on "Student Data."

Number of Incidents by Disciplinary Offense Category, 2007-08		
Offense Category*	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	N/A	N/A
Sexually Related Behavior	N/A	N/A
Personally Threatening Behavior	N/A	N/A
Theft	N/A	N/A
Physical/Verbal Confrontation	N/A	N/A
Fighting/Battery	N/A	N/A
Property Damage	N/A	N/A
Weapons	N/A	N/A
Drugs/Alcohol/Tobacco	N/A	N/A
School Policy Violations	N/A	N/A
Total	0	0

\* Counts by category may be suppressed to protect student privacy.

---

**SCHOOL IMPROVEMENT PLANS AND ACTIVITIES**

---

The following narrative was submitted by this school.

To improve academic achievement for all students, Ledyard Center School faculty developed grade-level instructional improvement plans using end-of-year benchmark data and CMT results. Regular formal and informal assessments were administered to guide instruction. Grade level teachers met twice a month to share successful instructional strategies and examples of student work. Regular classroom walkthroughs were held and feedback provided regarding comments and questions about classroom instruction.

Monthly faculty meetings were structured to provide time for discussion/presentation and collaboration; general information sharing was limited to memo items and questions. Topics needing more discussion were referred to faculty council and building consultants provided grade-level professional development for instructional topics. Student work was posted throughout the school highlighting student efforts and achievement. Explanations of student outcomes were provided during Parent Information Night, and regular news about academic initiatives were included in monthly school newsletters as well as classroom newsletters.

---

**SUPPLEMENTAL SCHOOL INFORMATION**

---

The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

Ledyard Center School fosters an environment addressing the academic, social/emotional, and physical needs of all students. This focus guides decisions about the Learning, Climate and Safety at our school. Ledyard Center is fully committed to providing the teaching and learning needed to improve student performance. Formative assessments were administered in all grades to provide information about student progress. During this school year, our school continued the use of Responsive Classroom techniques. Ledyard Center School appreciates being located in the center of Ledyard where rich relationships with area merchants and public offices enhance active learning opportunities.

A strong commitment to multicultural education is evidenced through the integration of multicultural themes in content areas. The completion of performance tasks for each social studies theme assisted students in developing rich responses to grade level focus questions. We continued refining our school-wide character education program recognizing students for their positive contributions in school continued this year. By June, student names displayed on BRICKS for “building our school community” filled the front hallway.

Our PTO supported a number of yearly activities including classroom cultural arts programs and curriculum related field trips. Transforming our faculty room into a Kitchen Classroom was selected for the “Big Goal” project. Whole school author visit and individual classroom content related presentations were examples of how our school supports varied opportunities to learn. Parents and staff work cooperatively to provide an environment in which children learn and grow to meet the demands of an ever-changing world.

---